

Module 3 Reading 2

Differentiation for gifted and talented students: Principles and practices T Riley 2000

Rationale

- Recognition of individuality
- David George 1997 – students have different learning styles, rates of learning, activities, interests, expectations, motivation, outcomes, abilities, resources, reading skills, tasks and levels of parental support. To this list, cultures should be added.

Content – what?

- Provide variety of ways to explore the curriculum
- Provide advanced content related to concepts, about issues that provide depth and breadth
- Integration of curriculum areas

Product – why? outcomes

- Provide options for demonstrating what has been learned
- Use real problems
- Addressed to real audiences

Management Strategies

- Flexible grouping
- Identify core curriculum
- Pre-assessment – what has already been mastered? - acceleration
- Ongoing assessment
- Evaluation
- Develop independence/ self-selected tasks

Principles

- Build on past achievements, provide opportunities for success, remove barriers to learning (George 1997)
- Provide for individual readiness, interests and abilities

Process – how?

- Use a range of processes in order to develop understanding
- Research skills and methods
- Open ended tasks
- HOTS

Learning Environment

- Provide choice and challenge
- Student centered – develop self understanding
- Not more of the same – a qualitative shift not a quantitative shift